

**MOTIVATION OF ELEMENTARY LEVEL STUDENTS
OF “ENGLISH FOR ADULTS” PROGRAM
IN LEARNING ENGLISH AT *LBPP LIA* MALANG**

THESIS

**BY
HANIFA RAHMAWATI
NIM 105110100111009**



**STUDY PROGRAM OF ENGLISH
DEPARTMENT OF LANGUAGES AND LITERATURE
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA
2014**

ABSTRACT

Rahmawati, Hanifa. 2014. **Motivation of Elementary Level Students of “English for Adults” Program in Learning English at LBPP LIA Malang.** Study Program of English, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Fatimah; Co-supervisor: Yana Shanti Manipuspika.

Keywords: second language, motivation, elementary level, English for Adults Program, LBPP LIA Malang.

There are some factors influencing the learners' success in second language learning. One of them is motivation. Motivation in second language learning is defined as the learner's orientation with regard to the goal of learning a second language. This study discusses about motivation of Elementary Level students of “English for Adults” Program in learning English at *LBPP LIA* Malang. The study was conducted in order to find out the primary type of motivation and the most dominant motivation in learning English.

This study used quantitative approach. The instrument used was AMTB questionnaire, proposed by Gardner in 1985. The motivation part of the questionnaire consists of eight items divided into two parts: four items for instrumental motivation and other four for integrative motivation. The participants of the study were 36 students, which were divided into 4 levels. Therefore, the participants were 9 students of each level which were taken randomly.

The result revealed that the primary type of motivation of each level was instrumental motivation. The students of each level have different dominant motivation in learning English. Elementary Level 1 students are learning English for their future career, in order to make them become knowledgeable people, and for getting a good job. Elementary Level 2 students are learning English in order to make them become more knowledgeable people and for getting a good job. Elementary Level 3 students are learning English for their future career and in order to make them become more knowledgeable people. Elementary Level 4 students are learning English for their future career and for getting a good job.

In conclusion, the students of each elementary level have the same primary type of motivation and different dominant motivation in learning English. The writer suggests the institute to make a better program for their students. It is suggested for future researchers to use another instrument in collecting data in order to prove whether the other instruments are applicable in other research. The writer also suggests Study Program of English to add more references related with motivation.

ABSTRAK

Rahmawati, Hanifa. 2014. **Motivation of Elementary Level Students of “English for Adults” Program in Learning English at LBPP LIA Malang.** Program Studi Sastra Inggris, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing I: Fatimah; Pembimbing II: Yana Shanti Manipuspika.

Kata kunci: bahasa kedua, motivasi, tingkat dasar, Program Bahasa Inggris untuk Dewasa, LBPP LIA Malang.

Ada beberapa faktor yang mempengaruhi kesuksesan pelajar dalam pembelajaran bahasa kedua. Salah satunya adalah motivasi. Motivasi dalam pembelajaran bahasa kedua didefinisikan sebagai orientasi pelajar yang berhubungan dengan tujuan dari belajar bahasa kedua. Penelitian ini membahas motivasi pada siswa tingkat dasar dari Program Bahasa Inggris untuk Dewasa dalam belajar Bahasa Inggris di LBPP LIA Malang. Penelitian ini dilakukan bertujuan untuk mencari tahu tipe motivasi yang utama dan motivasi yang paling dominan dalam belajar Bahasa Inggris.

Penelitian ini menggunakan pendekatan kuantitatif. Instrumen yang digunakan adalah kuesioner *AMTB*, disusun oleh Gardner pada tahun 1985. Pada kuesioner ini, bagian motivasi terdiri dari delapan soal yang dibagi menjadi dua bagian: empat soal untuk *instrumental motivation* dan empat soal lainnya untuk *integrative motivation*. Peserta dalam penelitian ini berjumlah 36 siswa dan dibagi menjadi 4 level. Jadi, peserta berjumlah 9 siswa dari masing-masing level yang diambil secara acak.

Hasil menyatakan bahwa tipe motivasi yang utama pada masing-masing tingkat adalah *instrumental motivation*. Siswa dari masing-masing tingkat dasar memiliki motivasi berbeda-beda dalam belajar Bahasa Inggris. Siswa pada Tingkat Dasar 1 belajar bahasa Inggris untuk karir mereka di masa depan, untuk membuat mereka menjadi orang yang lebih berpengetahuan, dan untuk mendapatkan pekerjaan yang baik. Siswa pada Tingkat Dasar 2 belajar bahasa Inggris untuk membuat mereka menjadi orang yang lebih berpengetahuan dan untuk mendapatkan pekerjaan yang baik. Siswa pada Tingkat Dasar 3 belajar bahasa Inggris untuk karir mereka di masa depan dan untuk membuat mereka menjadi orang yang lebih berpengetahuan. Siswa pada Tingkat Dasar 4 belajar bahasa Inggris untuk karir mereka di masa depan dan untuk mendapatkan pekerjaan yang baik.

Dapat disimpulkan, siswa dari masing-masing tingkat dasar memiliki tipe motivasi utama yang sama dan motivasi dalam belajar Bahasa Inggris yang berbeda-beda. Penulis menyarankan kepada instansi untuk membuat program yang lebih baik untuk siswanya. Disarankan kepada peneliti selanjutnya untuk menggunakan instrumen yang lain dalam mengumpulkan data untuk membuktikan apakah instrumen lain bisa diaplikasikan di penelitian lain. Penulis juga menyarankan Program Studi Sastra Inggris untuk menambah referensi tentang motivasi.

REFERENCES

- Al-Tamimi, A., & Shuib, M. (2009). Motivation and attitudes toward learning English: a study of Petroleum Engineering undergraduates at Hadhramout University of Sciences and Technology. *Gema Online Journal of Language Studies*, Volume 9(2).
- Anonymous, (2013). *Indonesia berkembang sangat pesat dalam kemampuan berbahasa Inggris, menurut penelitian kemampuan berbahasa Inggris terbesar di dunia*. Retrieved November 7, 2013 from <http://www.antarane.ws.com/berita/403801/Indonesia-berkembang-sangat-pesat-dalam-kemampuan-berbahasa-Inggris-menurut-penelitian-kemampuan-berbahasa-Inggris-terbesar-di-dunia>
- Anonymous. (2011). *Kelebihan dan keuntungan kursus di LBPP LIA*. Retrieved October 13, 2013 from <http://liacirebon.wordpress.com/2012/06/04/kelebihan-dan-keuntungan-kursus-di-lbpp-lia/>
- Anonymous. (2002). *Formal vs. informal education*. Retrieved January 21, 2014 from <http://enhancinged.wgbh.org/started/what/formal.html>
- Anonymous. (n.d.). *Data analytics and reporting with IBM SPSS*. Bangalore. Retrieved June 16, 2013 from <http://www.spss.co.in/>
- Arikunto, S. (1993). *Prosedur penelitian: suatu pendekatan praktek (edisi revisi II)*. Jakarta: Rineka Cipta.
- Ary, D., Jacobs, L.C., & Razavie, A. (2002). *Introduction to research in education (6th Edition)*. Belmont: Wadsworth/Thomson Learning
- Brown, R.A. (2004). *Motivation for learning English among Japanese university students*. Retrieved June 15, 2013 from www.bunkyo.ac.jp/faculty/lib/slib/kiyo/Inf/if31/if3101.pdf
- Collins Dictionary. (2013). *Definition of "second language"*. Retrieved October 14, 2013 from <http://www.collinsdictionary.com/dictionary/English/second-language>
- Dornyei, Z. (1998). Motivation in second and foreign language learning. *Language Teaching/Volume 31/Issue 03/July 1998*, pp 117-135.

- Dornyei, Z. (2003). *Second language research: construction, administration, and processing*. New Jersey: Lawrence Erlbaum Associates, Inc.
- Dornyei, Z. (2005). *The psychology of the language learner: individual differences in second language acquisition*. New Jersey: Lawrence Erlbaum Associates, Inc.
- Doughty, C.J., & Long, M.H. (2003). *The handbook of second language acquisition*. Oxford: Blackwell Publishing Ltd.
- Engin, A.O. (2009). Second language learning success and motivation. *Sociality for Personality Research Volume 37*(8).
- Florez, M.A., & Burt, M. (2001). Beginning to work with adult English language learners: some considerations. *National Center for ESL Literacy Education (NCLE)*.
- Gass, S.M., & Selinker, L. (2008). *Second language acquisition: an introductory course (3rd Edition)*. Oxon: Taylor & Francis.
- Gardner, R.C. (1985a). *The Attitude/Motivation Test Battery: Technical Report*. University of Western Ontario.
- Gardner, R.C. (1985b). *Social psychology and second language learning: the role of attitudes and motivation*. Baltimore: Edward Arnold (Publisher) Ltd.
- Griffiee, D.T. (2012). *An introduction to second language research methods: design and data*. USA: TESL-EJ Publications.
- Johnson, K. (2008). *Quantitative methods in linguistics*. Victoria: Blackwell Publishing.
- Krashen, S.D. (1982). *Principles and practices in second language acquisition*. California: Pergamon Press Inc.
- Lifrieri, V. (2005). *A sociological perspective on motivation to learn EFL: the case of Escuelas Plurilingues in Argentina*. Thesis. University of Pittsburgh.
- Mahadi, T.S.T., & Jafari, S.M. (2012). Motivation, its types, and its impacts in language learning. *International Journal of Business and Social Sciences, Volume 3*(24).
- McLeod, S.A. (2008). Likert scale – simply psychology. Retrieved November 18, 2013 from <http://www.simplypsychology.org/likert-scale.html>

- Mitchell, R., & Myles, F. (2004). *Language learning theories (2nd edition)*. London: Hodder Arnold.
- Norris-Holt, Jacqueline. (2001). *Motivation as a contributing factor in second language acquisition*. Nagoya: Aichi Shukutoku High School. Retrieved March 24, 2013 from <http://iteslj.org/Articles/Norris-Motivation.html>
- Oxford, R.L. (1999). *Language learning motivation: pathways to the new century*. Honolulu: Second Language Teaching & Curriculum Center.
- Pintrich, P.R., Smith, D.A.F., Garcia, T. & McKeachie, W.J. (1991). *A manual for the use of the Motivated Strategies for Learning Questionnaire (MSLQ)*. Michigan: The Regents of the University of Michigan.
- Robinson, P. (2013). *Individual differences, cognitive abilities, aptitude complexes and learning conditions in second language acquisition*. Aoyama Gakuin University. Retrieved March 27, 2013; 06:29 A.M. from <http://slr.sagepub.com/content/17/4/368.short>
- Sasson, D. (2007). *An introduction to three types of motivation in second language learning*. Retrieved March 26, 2013 from <http://voices.yahoo.com/an-introduction-three-types-motivation-second-268535.html>
- Schmidt, R., Boraie, D., & Kassabgy, O. (1996). *Foreign language motivation: internal structure and external structure connections*. Honolulu: University of Hawai'i, Second Language Teaching & Curriculum Center.
- Usman, H., & Akbar, P.S. (2009). *Metodologi penelitian sosial*. Jakarta: Bumi Aksara.
- VanPatten, B., & Benati, A.G. (2010). *Key terms in second language acquisition*. London: Continuum International Publishing Group.
- Vela, C.A.M., & Vara, R.C. (2009). Motivation and language learning: the case of 5 successful independent students. *Memorias Del V Foro De Estudios En Lenguas Internacional*, ISBN 978-607-9015-05-3 (Page 385-402).